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ABSTRACT

From January to August 1975, Los Angeles Valley College was involved in a Senior Adult Work-Study-Serve project which provided work-study employment for adults over retirement age. In addition to working at part-time jobs at a salary of $2.25 per hour for 15 hours per week, participants enrolled in a three-unit specially developed course, Career Planning. The total number of applicants processed during the program year was 289; of these, 14 percent were 70 or more years old. The total number of jobs developed was 194, but after matching jobs with applicants only 101 senior citizens were actually placed in jobs. This report gives details of program development and operation, including staffing, budget, publicity, procedures, job development, classroom component, placement program, and employer workshops. The results of a professional evaluation of the management component of the project are presented, and also the results of evaluation questionnaires administered to students, employers, and staff. A replicable program model is included in the final section. (NHM)

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

INVOLVING SENIOR ADULTS IN THE COMMUNITY COLLEGE:

A MODEL WORK-STUDY PROGRAM

November 1975

Suzanne Brooks

Staff Aide

2

DIVISION OF EDUCATIONAL PLANNING AND DEVELOPMENT

OFFICE OF COLLEGE RELATIONS AND COMMUNITY SERVICES

Ray Johnson, Director

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

This report outlines the major components of a Senior Adult Work-Study-Serve project funded by The Edna McConnell Clark Foundation and implemented at Los Angeles Valley College from January 1, 1975 to August 31, 1975. The details of program development and operation are presented, as well as the final results of the program, and evaluation reports on the management component, and the reaction to the program of Seniors, employers and staff. A work-study model, replicable by other community colleges wishing to serve Senior Adults, is included in the final section.

ACKNOWLEDGMENTS

The author wishes to thank the following personnel, who were vital to the development and implementation of this program: Mrs. Hope Holcomb, Director, Res[illegible] Development and Student Services, and Mr. Paul Whalen, Dean of College Development, Los Angeles Valley College, whose developmental efforts brought the project to reality; Ms. Ruby Zuver, Acting Dean of Students and Community Services, Mr. Ed Rush, Community Services Coordinator, Dr. Lois Hamer, Director, Senior Adult Program, and Ms. Helen Nielsen, Intermediate Clerk-Stenographer, Senior Adult Program, Los Angeles Valley College, whose efforts, as well as those of the additional staff, made the program an overwhelming success.

Special thanks are extended to The Edna McConnell Clark Foundation, in particular Merrill M. Clark, Vice President, for encouragement, assistance, and cooperation in this joint endeavor.

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Note:
Exhibit A, Senior Adult Program Brochure, has been detached due to poor reproducibility.

I. [redacted]

In mid-1975, the Los Angeles Unified School District submitted to The Ford Foundation a proposal for funding of a twelve-month Multi-Media Center project. Though narrowly projected as a three year, five college program, the Ford Foundation granted $100,000 for a two year project at Los Angeles Valley College. The major goal of the project was to meet the following criteria: that the community college can successfully develop and maintain a multi-media (AV) orientation to instruction and educational service; project for service adults enrolled in federal multi-media for program evaluation. The specific goal of the project was to assist 12 video artists in a three-week specially-developed course, and to place them in part-time employment as a service of the AV pool (12 hours per week). Video work is to be developed as a marketing basis, with criteria particularly established by the Ford Foundation, and the remainder to be paid by the employing agency. It was hoped that a marketable video could be developed that would provide a network for co-sponsoring the service which is necessary to provide opportunity to serve the working and educational worlds.

II. [redacted]

Upon acceptance on October 1, 1975 of the $100,000 by the Board of Trustees of the Los Angeles Community College District, the Project Director was hired and began negotiating program specifications, procuring considerations and budgeting, and performing staff in core implementation could begin by January, 1976. Much was accomplished in a very limited task time, with the search of 30 persons planned to part-time jobs and exercise in the specially-created course, however terminated [redacted] by February 20, 1976.

Funding — The original 2017 appropriation was enacted [illegible] in two increasing steps, but appropriators [illegible] the way they divide the difference.

Budget — The 2020 program budget, increasing the original $185,000 into the Grant Foundation, a supplement $50,000 into the Grant Foundation, and $20,000 of applicant matching funds, for $185,000. Though changed [illegible] during the course of the process, the budget breakdown prior to the $50,000 supplement for administrative [illegible] the appropriations for following:

Program	Expenditure ($000)	Applicant % Matching Requirement	Grant
Project Director	$ 51,000	0 %	$ 51,000
Job Developer	$1,100	0	$1,100
Secretary	$ 900	0	$ 900
Administrative Support	$ 200	0	$ 200
Research Intern	$ 700	0	$ 700
Grant Investment	$ 300	0	$ 300
Student Workers	$6,000	$6,000	$6,000
Program Ops - Energy/Electricity	$ 900	0	$ 900
Maintenance and Materials	$ 100	0	$ 100
	$ 185,000	$ 6,000	$179,000

ficulty selling them because of "ageism"--discrimination against senior citizens. The second group had no usable skills, poor physical or mental health, personality problems, or no transportation. The third group included those with basic office, domestic and/or industrial skills, reasonable health, hearing, and vision, and stable personalities. They did not, however, come from immediate working backgrounds, or had retired for some years, or wished work in a field other than their career employment.

The second group requires rehabilitation beyond the scope of the project. Staff indicated that the first and third groups could be assisted through support from staff, the first in combatting discrimination, and the third in obtaining guidance and courage. Several exceptions, however, inhibited their own ability to be helped by the program because they were too philanthropic, unreliable, indignant, undecided, had no saleable skills, or were simply not yet ready to go to work.

V. A REPLICABLE MODEL

As stated above, the Rogers evaluation indicated that the project did indeed meet its goal of developing a replicable model. The final report of the program staff contains the following outline of the components essential to any replication of the project:

A. Description of purpose

B. Statement of needs

C. Control/Guidance

Functions/responsibilities of Director

Functional flow

D. Staff

1. Job Developers

a) Job description

b) Methods of job development

c) Forms; job order cards, promotional materials, forms

d) Daily journals

e) Write-up of experiences

f) Each/every Job Developer must be familiar with each applicant

2. Peer Counselors

a) Job description

b) Procedures to obtain pool of Senior Adult Applicants

1) Speeches to Senior Adult groups

2) Publicity -- news releases -- bulletin board listings

3) Encouragement/promotion of referrals

c) Forms

1) Application

2) Job record card MUST include start date, hours, salary, termination date, reason, and all other pertinent information

3) Independent contractor form for participants desiring an independent agreement with the employer

4) Agreement to become student

5) Documentation of <u>all</u> referrals (disposition and reasons for action)

6) Write-up of interview with applicant (evaluation of personality, experience, attitude, ability, suitability for what types of jobs, documentation of sensitive findings and feelings toward applicant)-- information should be coded.

3. Secretarial/clerical support

a) Job description

b) Establish all components of filing system

c) Define and document where/when the paper work process starts

d) Understand master documentation/control/authorization process. Application should suffice for applicants only until applicant becomes an employee. An employee card should contain all pertinent employment data.

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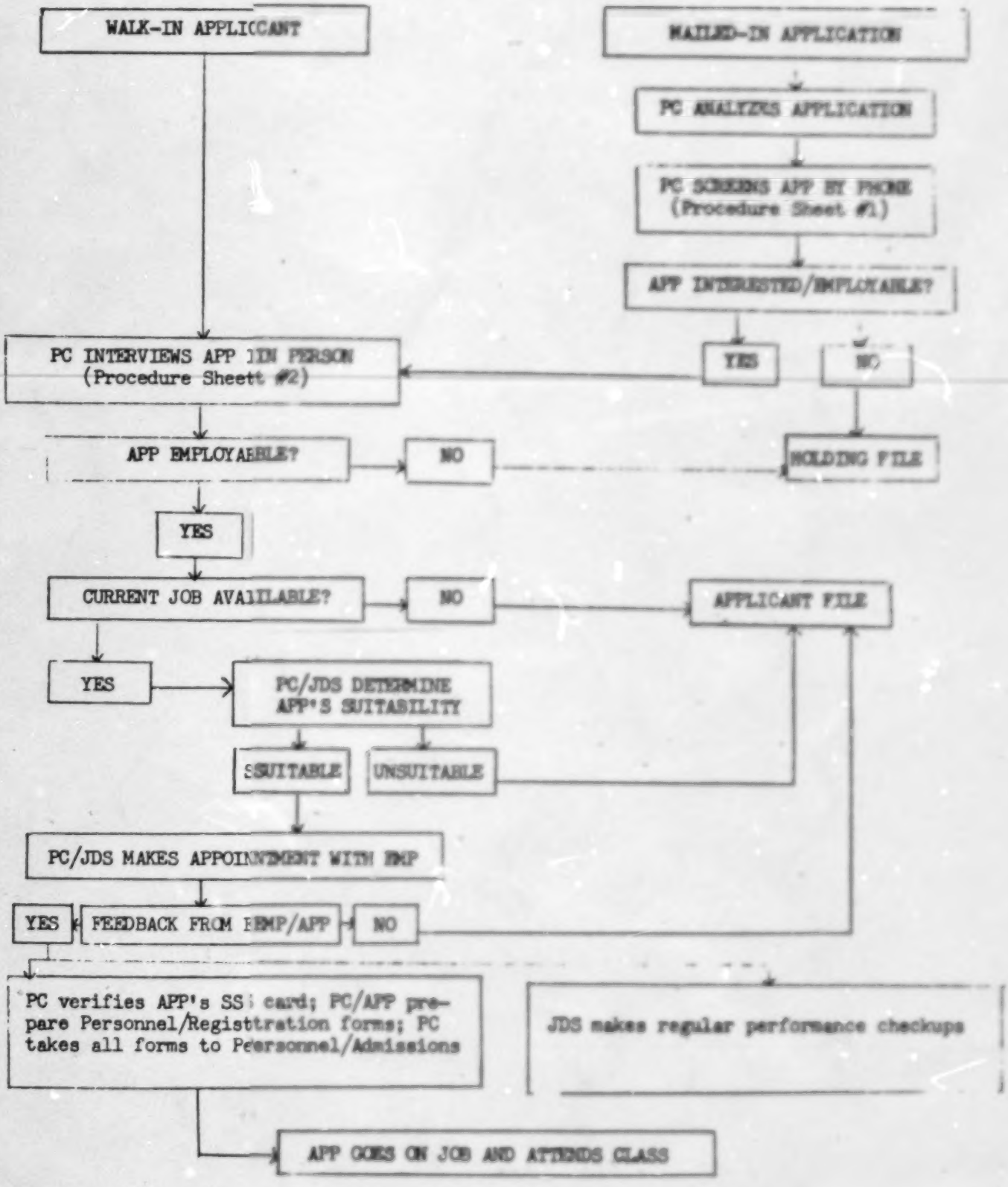
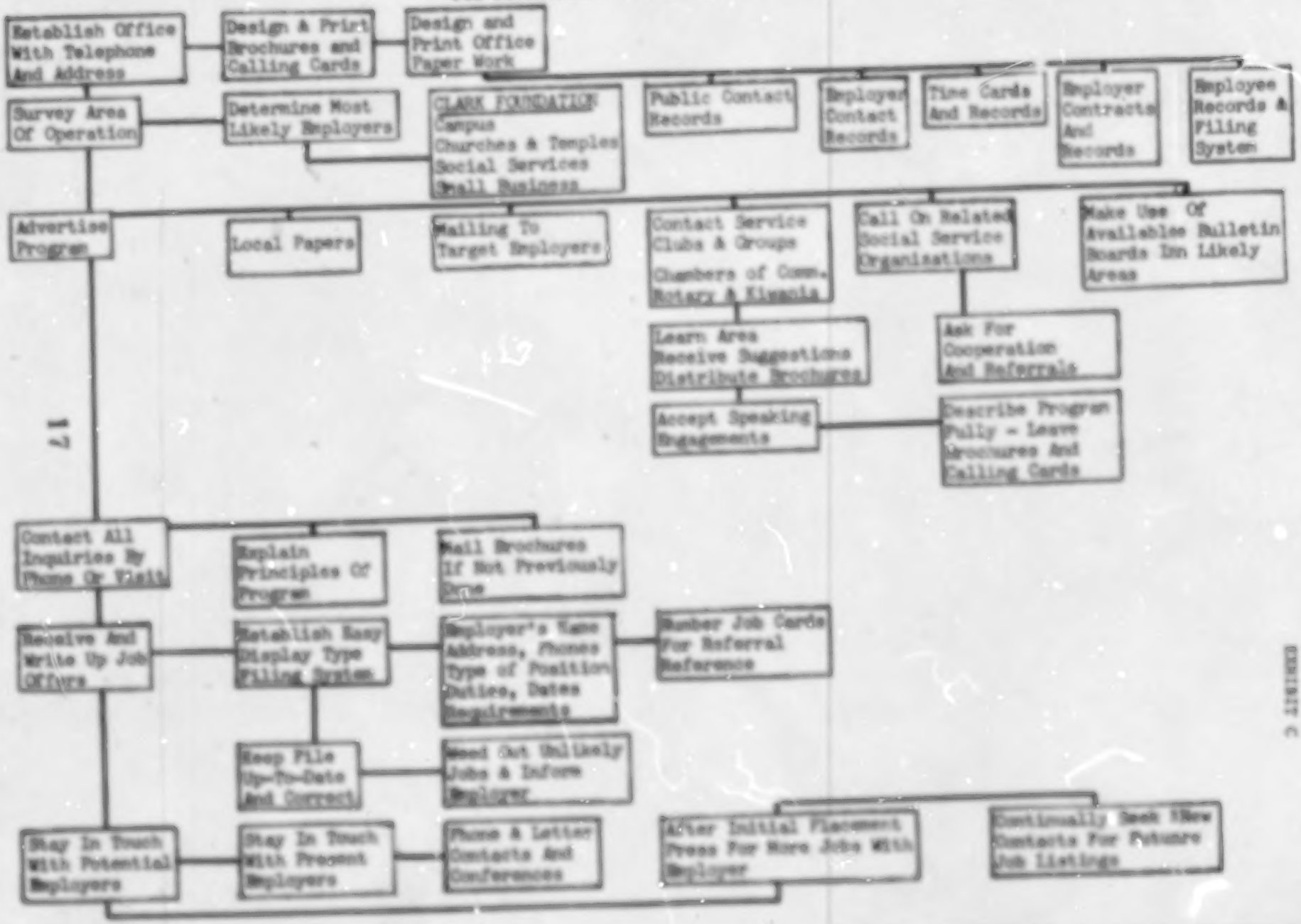
EXHIBIT B

PROCEDURE FOR PROCESSING APPLICANTS

Abbreviations: PC = Peer Counselor; JDS = Job Development Specialist; APP = Applicant; EMP = Employer



JOB DEVELOPMENT SPECIALIST FLOW CHART


Establish Office With Telephone And Address
Design & Print Brochures and Calling Cards
Design and Print Office Paper Work
Survey Area Of Operation
Determine Most Likely Employers
CLARK FOUNDATION
Campus
Churches & Temples
Social Services
Small Business
Public Contact Records
Employer Contact Records
Time Cards And Records
Employer Contracts And Records
Employee Records & Filing System
Advertise Program
Local Papers
Mailing To Target Employers
Contact Service Clubs & Groups
Chambers of Comm.
Rotary & Kiwanis
Call On Related Social Service Organizations
Make Use Of Available Bulletin Boards Inn Likely Areas
Learn Area
Receive Suggestions
Distribute Brochures
Ask For Cooperation And Referrals
Accept Speaking Engagements
Describe Program Fully - Leave Brochures And Calling Cards
Contact All Inquiries By Phone Or Visit
Explain Principles Of Program
Mail Brochures If Not Previously Done
Receive And Write Up Job Offers
Establish Easy Display Type Filing System
Employer's Name Address, Phones Type of Position Duties, Dates Requirements
Number Job Cards For Referral Reference
Keep File Up-To-Date And Correct
Weed Out Unlikely Jobs & Inform Employer
Stay In Touch With Potential Employers
Stay In Touch With Present Employers
Phone & Letter Contacts And Conferences
After Initial Placement Press For More Jobs With Employer
Continually Seek New Contacts For Future Job Listings

Ramser, Lois G. (Director, Resident Adult Program), and Duncan, Ruby (Acting Dean of Students and Community Services). Final Report -- Resident Adult Program, Los Angeles Valley College. Edna McConnell Clark Foundation, August 31, 1975.

Rogers, Robert J., Report on Management Component of Valley College Work-Study-Serve Project Funded by a Grant from The Edna McConnell Clark Foundation, June 16, 1975.

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